DOCUMENT RESUME

ED 178 814 CG 013 925

AUTHOR Ray, Barbara B.
TITLE The College Orientation Workshop: A Counseling Model and Curriculum Module.
PUB DATE 77
NOTE 81p.; Best copy available; Ed.D. Dissertation, Nova University, Florida

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Development; *College Attendance; *College Bound Students; High School Students; Models; *Participant Satisfaction; *Performance Factors; Program Design; *Program Effectiveness; Secondary Education; *Vocational Counseling; Workshops

ABSTRACT

The development and evaluation of a counseling model, the College Orientation Workshop for college-bound students, was investigated. A questionnaire was administered to juniors at Pensacola Catholic High School. Student responses to the questionnaire determined the number of students to participate in the workshop as well as the information desired by the students. The two-hour workshop, designed to accommodate 30 students maximum, was offered four times. A counseling model was developed with a manual to be used by the counselor and each participant. The effectiveness of the workshop was determined by tabulation of performance objectives reached during the workshop by participants and subjective opinions of the workshop participants in small groups at the end of the workshop. Results indicated that there were no negative reactions to the workshop and that it can be used as an integral part of a college preparatory curriculum for all college-bound students--both vocational-technical program students and four-year college program students. Appendices contain survey questions and responses; some information is geographically-specific. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178814

BEST COPY AVAILABLE

THE COLLEGE ORIENTATION WORKSHOP
A Counseling Model

Curriculum Module

by
Barbara H. Ray

Pensacola Catholic High School

Dr. Pauline Godwin Einbecker
Coordinator

Pensacola Alpha Cluster

A Practicum Proposal Presented to Nova University

in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

Nova University
1977

GG013925

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara H. Ray

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Page

Abstract. i

Introduction. 1

Background and Significance. 5

Procedure. 11

Results. 13

Discussion, Implications, and Recommendations. 20

References. 23

Appendix A. 25

Profile of Junior Class

Appendix B. 27

Survey Questionnaire

Appendix C. 29

Fowler's "Systematic Approach to Instruction"

Appendix D. 31

Designing Workshops

Appendix E. 34

Telephone Survey

Appendix F. 37

Workshop Evaluation

Appendix G. 39

The COLLEGE ORIENTATION WORKSHOP Manual

INTRODUCTION

In the American educational scene today, the college preparatory and/or the general education curricula, commonly called "liberal arts education," enrolls 76% of the secondary school students while only 24% of the student population is enrolled in vocational education. Twenty-four percent of the total secondary school population enrolled in liberal arts education will drop out prior to graduation and only 23% of all entering college freshmen will receive a baccelaurate degree (Digest of Educational Statistics:1974).

Only 20% of the job openings during the 1970's will require a four-year college degree while 80% of the jobs will either require a high school diploma or specialized post-secondary training (U.S. Department of Labor:1975). Future manpower demands vocational, occupational, or technical training; therefore, vocational, occupational, and technical counseling is needed at the secondary school level.

Pensacola Catholic High School is a liberal arts educational institution patterned after the 8 - 4 educational plan of the 1930's. The school policy dictates a two-diploma graduation: a college-preparatory diploma and a

general education diploma. The students are ability grouped according to three tracts: college preparatory honors curriculum for the exceptionally gifted, college preparatory curriculum for the average, and general curriculum for the slow learner. The students have no exposure to vocational, occupational, nor technical education. According to follow-up surveys of 1974, 1975 and 1976, 26% of each graduating class of Pensacola Catholic High School does not continue on into higher education (Lipscomb:1975).

Ray (1977) conducted an ability assessment study of the student population of Pensacola Catholic High School which included assessing the abilities of the junior class. The results of that study revealed that the mean is skewed to the right on the Bell curve. The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test taken by 54% of the 214 juniors in the class resulted in 85% scoring above the mean (40). Of the 74 that did not elect to take the test, it was predicted by Ray (1977) that 58% of those would have scored at least the mean, according to the verbal reasoning score on the Differential Aptitude Tests which was taken by these students as sophomores (Appendix A).

The potential for college completion of both two-year vocational-technical programs and four-year degree programs is evident in the student population, in general, and in

the junior class, in particular, according to the Ray study (1977). However, a program to channel students toward a commitment to college-either a vocational, occupational, technical program, or a four-year degree program within the framework of placement services of the department of guidance and counseling was non-existent prior to this Practicum effort.

The purpose of this study was to develop, lead, and evaluate a counseling model, the COLLEGE ORIENTATION WORKSHOP, for college-bound high school students.

A survey similar to Jacob's Developing Questionnaire Items was administered to all juniors at Pensacola Catholic High School (Appendix B). The target population was juniors in the secondary level. The purpose of conducting a needs assessment survey was to determine that there was a felt need among the juniors for a college orientation workshop. The specific information obtained from the student questionnaire was developed into questions that were answered in the workshop. The results of the survey determined the number of students who were willing to participate in the workshop. The workshop required two hours and was repeated four times to accommodate participants.

The COLLEGE ORIENTATION WORKSHOP utilized Fowler's "Systematic Approach to Instruction" (Appendix C) and the United States Office of Education, Southeast Regional Training Center's model of "Designing Workshops(Appendix D).

An informal telephone survey method was used to determine techniques used by counselors of college-bound students in Escambia and Santa Rosa Counties for comparison with the workshop strategy developed for this Practicum (Appendix E).

The effectiveness of the COLLEGE ORIENTATION WORKSHOP was determined by two methods: tabulation of performance objectives reached during the workshop by participants, and subjective opinions of the workshop participants in small groups at the end of the workshop (Appendix F).

The product, a manual for the COLLEGE ORIENTATION WORKSHOP, was developed to facilitate future workshops (Appendix G).

BACKGROUND AND SIGNIFICANCE

Literature on orienting college-bound secondary students is limited and literature on orienting vocational, occupational, technical students is virtually non-existent. However, Willner (1974) speaks to a number of problems encountered by a large number of college freshmen at Kingsborough Community College which has an open-door admissions policy. Among these problems were: serious deficiencies in basic study skills, uncertainty in regard to academic expectations, and a general lack of sophistication in understanding college procedures and requirements.

Willner's research provides impetus for secondary school counselors to provide college orientation for college-bound high school students.

Literature on college-level orientation for incoming freshmen substantiates the hypothesis that orientation has positive effects on the student's adjustment to the college environment. Barber (1965), in his follow-up study of orientation for college, gathered experimental data on the relationship between pre-college orientation and actual performance in college. An intensive one-week

orientation experience resulted in curve differences in the hypothesized direction on three measures: academic achievement, enrollment persistence, and study stability.

College orientation is a learning environment in which the learner is involved in a developed curriculum. In curriculum development, the systems approach best serves the learner. Spivak (1973) utilized the systems approach in summer orientation programs and maintains that a systems approach is most appropriate for the development of a personalized, humanistic orientation for newly admitted students at a liberal arts college in New York.

A systematic approach to instruction requires that the instructional designer develop a logical procedure to determine what experiences will best enable him to gain the necessary knowledge, skills, and attitudes, and to determine how the learning can be evaluated. New concepts in educational technology offer the freedom of innovations for reaching defined learning outcomes (Kurth:1977). According to Fowler (1976:1), "With new freedom comes the increased responsibility for carefully designing and managing the learning experiences of individuals."

Fowler's approach to instruction (Appendix C) lends itself to the workshop technique used in this study more appropriately than other curriculum development models investigated. The format of the workshop model was developed similar to Fowler's systematic approach to instruction.

According to the Southeast Regional Training Center of the United States Office of Education, workshop design involves eight components: group size, time required, physical setting, goals, learning objectives, support systems, procedure and evaluation (Appendix D).

By comparison and contrast, Fowler's model of curriculum development involves a systematic approach to instruction and includes ten components: specification of objectives, specification of content, assessment of entering behavior, determination of strategy, organization of groups, allocation of time, allocation of space, selection of resources, evaluation of performance, and analysis of feedback.

The workshop design included group guidance techniques and the use of large-group and small-group strategies to facilitate interaction among participants. The literature supports the effectiveness of small group procedures. McCannon (1975), using group size of 28, conducted an orientation and counseling program for adult part-time students. These students yielded significantly higher grade point averages at the end of the semester than the control group who had not attended the program. Willner (1974), using the strategy of an initial large group of 100 students for orientation introduction and ultimately breaking down into small groups of ten found that the program objectives were successfully accomplished.

Weber State College (1972), using the strategy of small groups numbering 9 - 15 found that the experimental groups responded favorably toward the orientation program.

The average counseling load for secondary school counselors is 350 students per year, according to the State of Florida guidelines for counselor load in public schools. Duties and the demands on the counselor's time dictate the need for increased use of the counseling strategy of group guidance to enable the counselor to reach maximum numbers of student clients in minimum time. Although literature on the workshop is limited, it is beginning to become recognized as an effective group guidance technique for counselors.

Lopez (1974), in conjunction with the fall orientation program for all entering college freshmen, offered money management workshops along with other orientation activities. Ross (1975), with a new approach to freshmen orientation that involves faculty, upperclass student leaders, and college freshmen, found that the use of mini-classes, social activities, and communication workshops aided the freshmen in adapting to the college classroom and college community and facilitated self-exploration.

The workshop strategy can serve both as a group guidance strategy within the framework of the counseling setting as well as a teaching strategy within a developed curriculum. Curriculum development is a core module in the vocational, technical, occupational education degree

program. The primary focus of this module is toward a systematic approach to curriculum planning, development, implementation, and evaluation. According to Kurth (1977), it is evident that vocational education can make its greatest contribution to solving current economic and educational problems by providing development, validation, field testing, evaluation, and implementation of curriculum and institutional materials. A review of current publications reveals that innovations in curriculum planning such as a systems approach are making an impact in providing new directions for vocational education.

Curriculum development in vocational education involves goals as well as performance objectives, learning activities and experiences, assessment and evaluation. The COLLEGE ORIENTATION WORKSHOP was designed to include these criteria.

According to Kurth (1977), two types of evaluation of the learning process are necessary: formative evaluation and summative evaluation. Both types of evaluation depend upon an effective monitoring or a feedback system. The COLLEGE ORIENTATION WORKSHOP included both types. During the workshop, tabulation of performance objectives reached by participants was ongoing. Subjective opinions of the workshop served as the summative evaluation.

According to Kurth (1977), there are over 40 reported teaching strategies available to facilitate learning.

The workshop strategy was but one. Although literature on the workshop strategy is limited, it is beginning to become recognized as an effective group guidance technique.

PROCEDURE

Since the purpose of this study was to develop, lead, and evaluate a counseling model, the COLLEGE ORIENTATION WORKSHOP for college-bound high school students, the following procedures were undertaken:

1. A survey similar to Jacob's Developing Questionnaire Items was administered at Pensacola Catholic High School (Appendix B).

2. The target population was juniors in the secondary school. The junior class was selected for two reasons: (1) to afford juniors opportunity to practice decision-making skills for educational placement after graduation from secondary school, and (2) to facilitate curriculum planning for senior year geared to college requirements for admission, whether for vocational-technical education or four-year college programs.

3. The purposes of conducting a needs assessment survey were twofold: (1) to determine that there was a felt need among the juniors for a college orientation workshop, and (2) to obtain specific information on the questionnaire to develop into questions that were answered in the workshop.

4. One two-hour workshop was conducted each week for four weeks. The workshop format contained both large-group and small-group activities. The opportunity for individual use of the Career Lab, Pensacola Catholic High School, in a one-hour follow-up session was given to utilize the information gleaned from the workshop.

5. The COLLEGE ORIENTATION WORKSHOP utilized Fowler's "Systematic Approach to Instruction" (Appendix C), a systems approach to curriculum development, and the United States Office of Education, Southeast Regional Training Center's model of "Designing Workshops" (Appendix D).

As dictated by Fowler, the assessment of entering behavior of each participant was procured from the cumulative record found in the Office of Pupil Personnel Services of the department of guidance and counseling. Each workshop participant was assessed on the basis of the following criteria: general intelligence as indicated either by the Differential Aptitude Tests (verbal reasoning subscore) or the Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (verbal subscore) in any comparable test score, and his grade point average (GPA).

The teaching strategy was determined to be the workshop; the leader of the workshop was the counselor. The space allocated was the Career Lab, Pensacola Catholic High School, where all resources used in the workshop were housed. The selection of resources was indicated in the bibliography of the manual.

6. An informal telephone survey method was used to determine techniques used by counselors of college-bound students in Escambia and Santa Rosa counties for comparison with the workshop strategy (Appendix E).

7. The effectiveness of the COLLEGE ORIENTATION WORKSHOP was determined by two methods: (1) tabulation of performance objectives reached during the workshop by participants, and (2) subjective opinions of the workshop participants in small groups at the end of the workshop (Appendix F).

8. The product, a manual for use by the counselor and each participant, COLLEGE ORIENTATION WORKSHOP, was developed to facilitate future workshops (Appendix G).

RESULTS

Of the 118 juniors surveyed, 98 indicated that they planned to go to college. Eighty-eight indicated that they wanted information about college in general. Twenty-one wanted information on 1- or 2- year vocational-technical programs. Thirty-four wanted information about a particular college while 79 indicated that they wanted specific information about several different colleges. Forty-three plan to attend a junior college prior to transferring to a four-year college. Fifty-three wanted career information requiring one year, two years, and four years of college preparation prior to entry into career fields. Eighty-nine wanted to know how to get accepted by the college of their choice; 70 wanted to talk to college students; 89 wanted to visit a college campus; 88 were in favor of a college orientation workshop, and 84 indicated that they would attend one, if offered.

Information that students wanted to have provided in the workshop included: information on college admission requirements, financial aid and scholarships to defray college costs, information on college in general, and college programs of study.

Tabulation of performance objectives, as prescribed by Fowler (1976) in his "Systematic Approach to Instruction," was ongoing during all workshops. The number of participants reaching the objectives is expressed as a simple percent at the end of the stated performance objective:

1. The student will be able to set 4 personal goals for his life with target dates to accomplish his goals. (90%)

2. Given the criteria for successful goal-setting, the student will be able to determine if he will be able to achieve his set goals by answering "yes" or "no". (100%)

3. The student will be able to practice decision-making by writing 4 reasons why he wants to go to college. (100%)

4. The student will be able to choose three alternatives to going to college to achieve his personal goals. (50%)

5. Given the information about jobs for which a college education is usually required, the participant in the workshop will be able to select two careers in which he is interested that require college preparation. (100%)

6. The student will be able to write three of his values to guide him in college and career decision-making. (50%)

7. Given the information on jobs which will have a favorable outlook for employment over the next ten-year period, each student will be able to locate two careers which he has already considered which will be in demand over the next ten-year period. (50%)

8. Given the program of study at a community college, the participant in the workshop will be able to select one program which would prepare him for employment after only one or two years of college as an alternative to a four-year college program. (80%)

9. After participating in the workshop, the student will be able to declare a "major" or program of study prior to entering college. (80%)

10. After investigating a general reference book about colleges, i.e., Lovejoy's College Guide or Baron's Profile of American Colleges, the student will be able to write the admission requirements to the college(s) of his choice. (100%)

11. The participant will be able to use the College View Deck and will be able to locate at least one junior college and one four-year college with the six characteristics desired in a college, according to the criteria for college selection prescribed by the College View Deck. (100%)

12. After examining his transcript, the student will be able to determine if he has the preparatory courses for his chosen major or program of study, as prescribed by the department of guidance and counseling and the college office of admissions. (100%)

13. The student will be able to complete the SAT or ACT registration form for taking the standardized test(s) for college admission. (90%)

14. Given instructions on how to interpret standardized test scores, the student will be able to interpret percentile scores on his standardized tests taken. (90%)

15. Given information on interpolating SAT scores from PSAT/NMSQT scores, the student will be able to predict his future SAT scores. (60%)

16. Given the "Study Habits Inventory," the participant will be able to determine his "strengths" and "weaknesses" in study skills. (100%)

17. The student will be able to rank from 1 - 5 the 5 most important characteristics he desires in a college from a list of 14 characteristics in selecting a college. (100%)

18. Using a general college reference, the student will be able to locate the address of the college(s) of his choice to request an application and college catalog. (100%)

19. Given the form letter for requesting an application for admission and college catalog, the student will be able to request an application and catalog. (100%)

20. Given the information on scholarships/financial aid, the student desiring scholarships/financial aid will become acquainted with the sources of supply. (100%)

21. The participant will be able to use a college catalog to determine the requirements for admission to college. (100%)

Evaluation of performance objectives was an ongoing process during each workshop and was tabulated by an observer. The subjective evaluation, taken at the end of each workshop consisted of each participant answering four questions; some samples of responses were as follows:

1. What did you like about the workshop?

   The information; the informality; an expansion of self-knowledge; the questions helped make up my mind; more exposure to college entrance requirements; it will probably help to choose a college easily; coverage of this broad subject; what to do. There were no negative responses.

2. What did you like least about it?

   Nothing; went about it like everyone was going to college; nothing, really; I still can't make up my mind--but that takes time. There were no negative responses.

3. What do you think should be changed, if anything?

   Nothing; fine the way it is. There were no negative responses.

4. If you had to do it over again, would you participate in the COLLEGE ORIENTATION WORKSHOP?

   Yes. 100% of the participants agreed.

The telephone survey covered two counties: Escambia and Santa Rosa; nine high schools were surveyed. The following questions were asked: (1) Do you have a group guidance activity for college-bound juniors? (2) Do you have a group guidance activity for the college-bound senior? (3) If yes to either of the above, describe what you do. The results of the survey were as follows:

Escambia High School, Escambia County. (1) Some; through the teachers. (2) Yes; through brochures, catalogs, financial aid materials, college majors and vocational education. One hour per period of senior social studies.

Pensacola High School, Escambia County. (1) Yes; information on the service academies is given through the ROTC units. (2) Yes; through 1 - 2 assemblies for seniors only and through 4 homeroom sessions. The Armed Services Vocational Aptitude Battery (ASVAB) is given to both college-bound and vocational students.

Pine Forest High School, Escambia County. (1) Yes; one hour in each American history class. An information booklet is distributed giving information on American College Test (ACT), Scholastic Aptitude Test (SAT), academy appointments and college early admissions programs. (2) Yes; one hour in the fall through the American vs. Communism classes explaining college applications and financial aid.

Tate High School, Escambia County. (1) Yes; through the American history classes dealing with curriculum. (2) Unknown.

Washington High School, Escambia County. (1) No; through individual conferences and only those juniors who are going into the early admissions college program or the advanced placement program. There is a large follow-up of this latter group. (2) No; through individual conferences.

Woodham High School, Escambia County. (1) Yes; for college-bound only to give information on college for dual enrollment, ACT, SAT, academies, and summer jobs. (2) Yes; in large group guidance sessions, college information, scholarships, financial aid information, ACT and SAT applications are distributed. A special program for parents was given this year regarding this information patterned after this writer's "It's About Time: Scholarships/Financial Aid Workshop for Parents."

Pensacola Private School of Liberal Arts, Escambia County. (1) Yes. (2) Yes. Both juniors and seniors may elect to travel with the counselor on an annual bus trip to visit colleges in a certain geographic area. Other information is given through individual conferences.

Gulf Breeze High School, Santa Rosa County. (1) Yes; one day each six weeks, the counselors visit each American History class for one hour. Each presentation is specific, i.e., careers, college information, ACT and SAT tests, financial aid. (2) Yes; a mini "College Fair" is held for two days with 15 college representatives present with brochures of their respective college.

Milton High School, Santa Rosa County. (1) Yes; through the algebra 2 classes since the observation of that counselor indicated that the majority of college-bound students took that subject. College literature, catalogs, ACT and SAT information, Lovejoy's College Guide, and CLEP information was shared. (2) Yes; large-group guidance is held in the auditorium for 4 - 5 days with both college representatives and vocational-technical information shared with students. College visitation is permitted by the school.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to develop, lead and evaluate a counseling model, the COLLEGE ORIENTATION WORKSHOP for college-bound students. The workshop was developed and led; the analysis of feedback indicated that the workshop was a vehicle through which students engaged in self-exploration, in examining the varied aspects of college life and in gleaning useful information. After examining junior colleges one- and two- year programs, in identifying and assessing their values, and in becoming aware of the occupational outlook of their considered careers prior to the workshop, students were able to generate alternatives to a four-year college program to reach their life goals.

Data supports the implication that more goal-setting activities should be included in the school curriculum. Since some of the participants were unable to identify and assess their values with the limited activities provided in the workshop, planned values clarification activities within the classroom would provide opportunity for students to work through their value system. Religion classes, in dealing with moral values, could include personal value clarification in the curriculum to accomplish this end.

Although 98 of 118 juniors surveyed indicated they planned to attend college, the COLLEGE ORIENTATION WORKSHOP was not integrated into the curriculum at this time due to the experimental nature of this Practicum.

This practicum implies the following recommendations:

1. Since 98 of 118 juniors surveyed indicated they were planning to attend college, it is recommended by this writer that the COLLEGE ORIENTATION WORKSHOP be integrated into the curriculum.
2. It is recommended that the COLLEGE ORIENTATION WORKSHOP continue to be offered to the target population for two reasons: to afford juniors opportunity to practice decision-making skills for educational placement after graduation from secondary school, and to facilitate curriculum planning for senior year geared to college requirements for admission. The information gleaned from participation in the workshop aids the student in his decision-making process of college selection.
3. The workshop format should be the strategy for group guidance activities in secondary school since it affords student participation and involvement in decision-making processes.
4. The Kuder Interest Inventory should be a prerequisite to participation in the workshop. This instrument relates the student's interest to careers which has an implication for college

preparation--whether vocational, technical, or four-year college training prior to entry in the field.

5. Future workshops can be developed as a result of this workshop in areas other than college orientation.
6. This study suggests another study which would evaluate the success of the workshop in terms of the number of students who attend college after participating in the workshop compared to the number who attend college but did not have the workshop.
7. The effectiveness of this workshop in facilitating decision-making on college choice could be evaluated through a follow-up study of participants in their freshman year of college.

The COLLEGE ORIENTATION WORKSHOP is a curriculum innovation and uses a systems approach; it has the potential for providing new directions for vocational education.

REFERENCES

Barber, William H. & Omar L. Olson. Orientation for College--A Follow-up Study, Gonzaga University, Spokane, Washington, August 1965.

Designing Workshops, Southeast Regional Training Center, United States Office of Education, Biscayne College, Miami, Florida, 1975. (mimeographed).

Digest of Educational Statistics, 1974. "Administration of Vocational, Technical and Occupational Education," an unpublished paper, Nova University, Ft. Lauderdale, Florida, 1976.

Fowler, Harmon R. "A Systematic Approach to Instruction," Unpublished paper. Auburn University, Auburn, Alabama, 1976.

Jacobs, T. O. Developing Questionnaire Items: How to do it Well, HumRRO, Human Resources Research Organization.

Kurth, Edwin L. "Introduction to Curriculum Development in Vocational Education," Unpublished paper. Auburn University, Auburn, Alabama, 1977.

Lipscomb, R. C., Principal, Pensacola Catholic High School, Pensacola, Florida. Personal interview. Pensacola, Florida, May 1, 1976.

Lopez, Hunero, Report on the Survival Week Program 1974, Texas University, Austin, Office of the Dean of Students, 1974.

McCannon, Roger S. Effectiveness of an Orientation and Counseling Program for Adult Evening Students at Drake University, A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975).

Ray, Barbara H. "Interpretation of Standardized Tests Scores: A Profile of the Student Body," Unpublished paper. Pensacola Catholic High School, Pensacola, Florida, 1977.

Ross, Margaret A. "College Orientation: A Three-Way Street," Journal of College Student Personnel, Volume 16 Number 6 (November 1975), pages 468-470.

Spivak, Louise M. "A Systems Approach for Humanizing a College Orientation Program," Journal of College Student Personnel, Volume 13 Number 3 (May 1973), pages 273-276.

U.S. Department of Labor, 1975. "Administration of Vocational, Technical and Occupational Education," Unpublished paper, Nova University, Ft. Lauderdale, Florida, 1976.

Weber State College, Ogden, Utah. Freshmen Orientation and Career Articulation with a Rational Value Decision-Making Model. Sponsoring agency: Colorado State University, Ft. Collins.

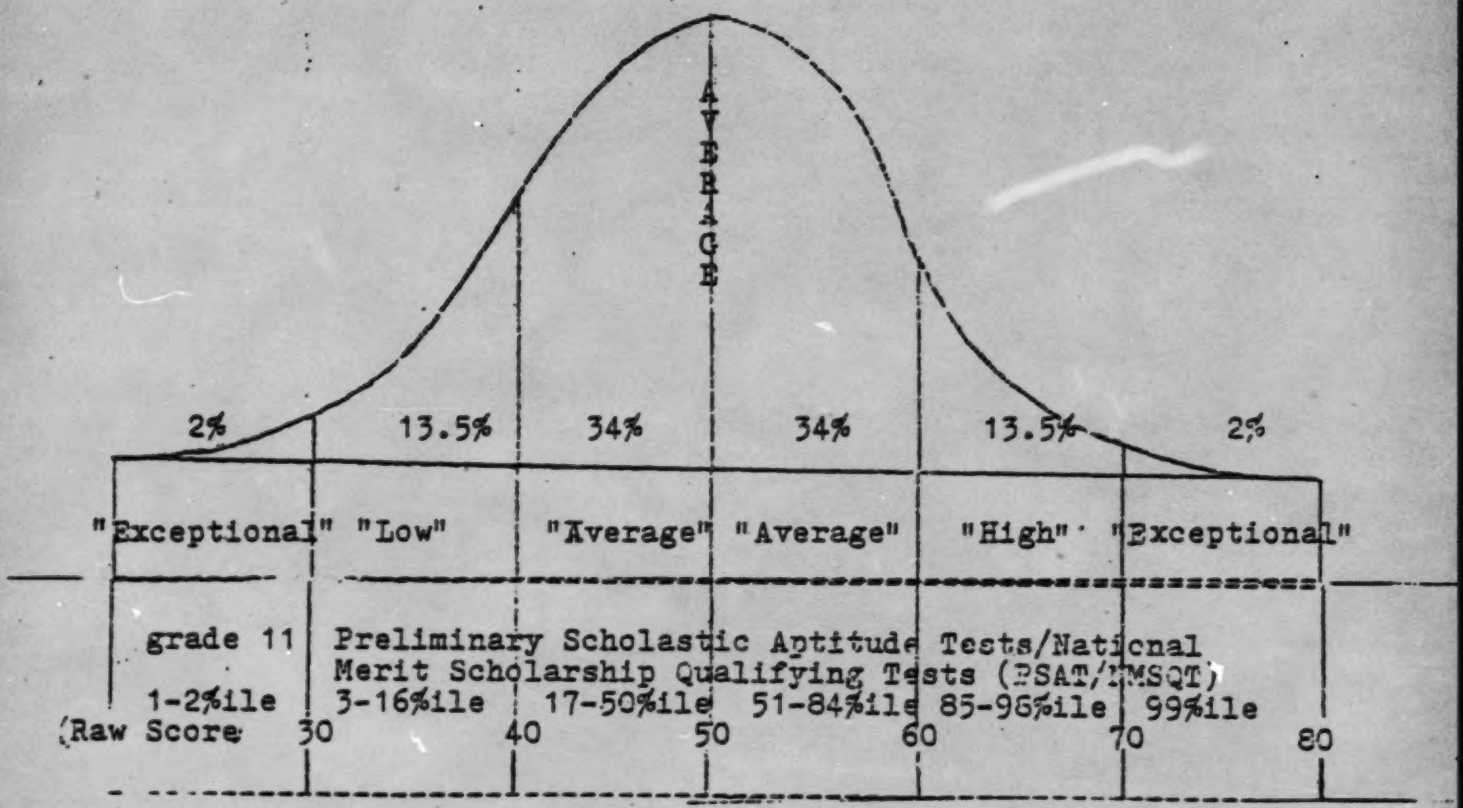
Willner, Eric. Integrating the Ill-Prepared Freshmen into College: A Pilot Project, 1974.

A P P E N D I X A

Profile of Junior Class
Pensacola Catholic High School

THE BELL CURVE

Distribution of Scores on Standardized Tests



PROFILE OF JUNIOR CLASS

grade 11: Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test

V E R B A L S U B - T E S T

%iles	# of students	Raw Scores	#of students
1-2	0	20	5
3-16	2	30	36
17-50(ave.)	14	40(ave.)	40
51-84(ave.)	51	50(ave.)	24
85-98	41	60	10
99	8	70	1
	TOTAL 116		TOTAL 116

A P P E N D I X B

Survey

S U R V E Y

Purpose of the survey: To determine if there is a need for offering a "College Orientation Workshop" to juniors.

DIRECTIONS: Check (✓) the answer which you think best expresses your opinion.

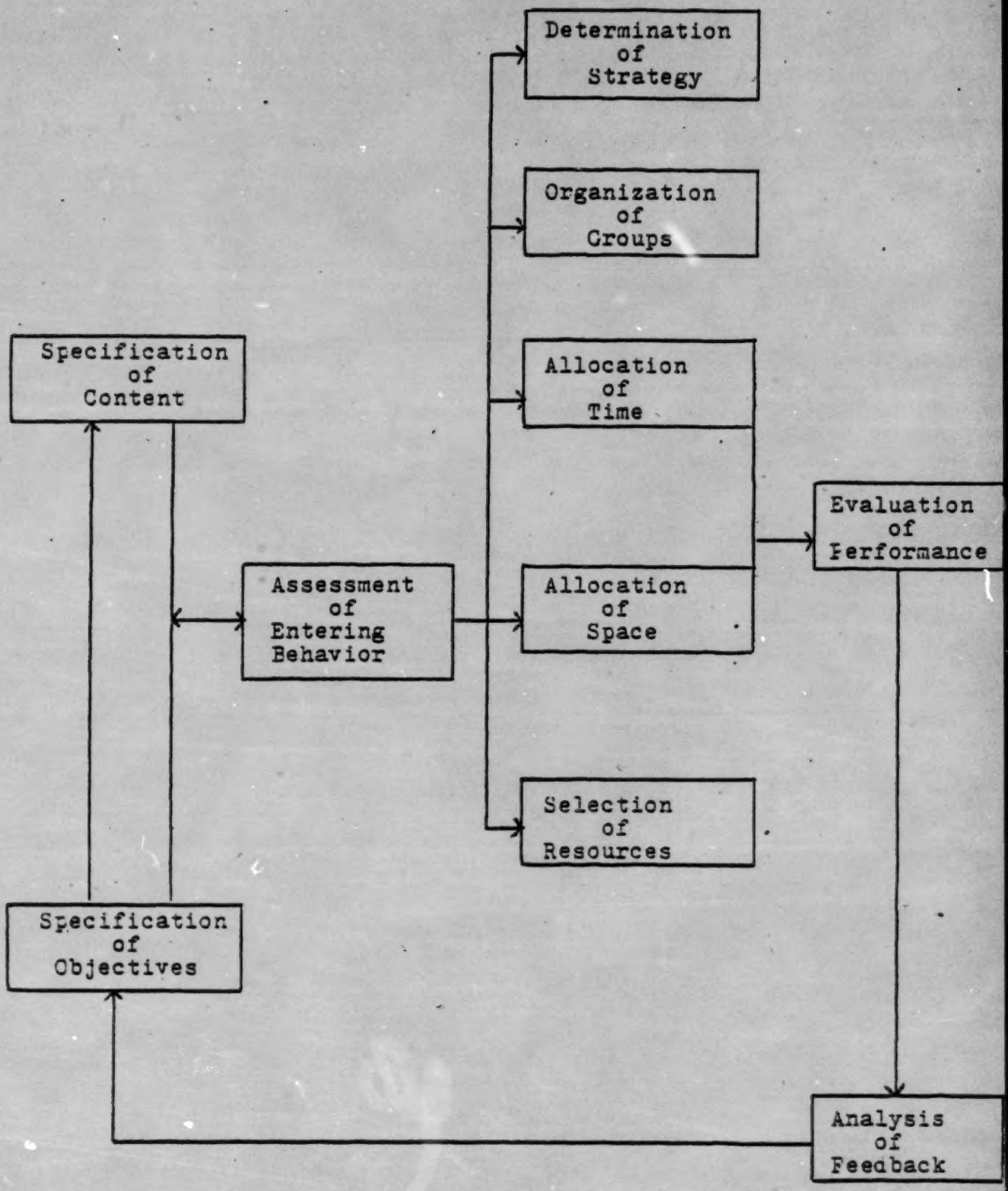
1. Do you plan to go to college? NO 20 YES 98
2. Would you like information on 1- or 2-year vocational-technical programs? NO 97 YES 21
3. Do you want information about college in general? YES 88 NO 10
4. Do you want information on only one college in particular? YES 34 NO 64
5. Do you want specific information on several different colleges? NO 19 YES 79
6. Do you prefer to start at a junior college and then transfer to a four-year college? YES 43 NO 55
7. Do you want to know about jobs that require one year of college? YES 45 NO 53
8. Do you want to know about jobs that require a two-year college degree? NO 40 YES 58
9. Do you want to know about jobs that require a four-year college degree? NO 19 YES 79
10. Do you want to know how to get accepted by the college of your choice? YES 89 NO 9
11. Would you like to students now attending college? NO 28 YES 70
12. Would you like to visit a college campus? YES 89 NO 9
13. Would you be in favor of a college orientation workshop being offered to juniors to cover many of the ideas mentioned in questions 2 - 11? NO 10 YES 88
14. If a college orientation workshop were offered to juniors, would you attend? NO 14 YES 84
15. What specific information about college would you like to see included in a workshop? _____

Thank you for your cooperation.

B. Ray

A P P E N D I X C

Fowler's Systematic Approach to Instruction



Fowler's Systematic Approach to Instruction

A P P E N D I X D

Designing Workshops

DESIGNING WORKSHOPS

1. Group size
   10 - 30 participants

2. Time required
   Approximately 3½ hours

3. Physical setting
   One room large enough to accommodate all participants comfortably; a sufficient number of rooms to accommodate participants in small groups.

4. Goals
   A. To acquaint participants with the general format of the workshop.
   B. To participate in the specific design of the workshop.
   C. To get feedback from the participants in the workshop.

5. Learning objectives
   A. Participants will participate in the workshop activities.
   B. Learning can be determined by feedback from the participants.

6. Support systems
   A. Human resources
      1. One facilitator for the large group.
      2. One facilitator for each small group.
   B. Instructional aids
      1. Handouts.
      2. Equipment and supplies.
   C. Materials.

7. Procedure
   A. The facilitator gives each participant a copy of the workshop model and presents a brief introduction to the workshop, stating the goals of the workshop.
   B. Workshop design should include:
      1. The rationale which reflects the reason for doing the workshop.
      2. The workshop geared to the level of understanding of the participants.
      3. Time allotted which is sufficient to allow the participants to respond.

4. Space which facilitates both the large group and small groups.
5. Goals and objectives which are clearly stated in behavioral terms. Goals are stated in general terms and state the purpose of the workshop; objectives state in specific terms what participants will experience in the workshop.
6. In determining the effectiveness of the workshop, the facilitator can only state what the participants will be able to do at the end of the workshop. There is no guarantee they will do it in the future.

8. Determine the workshop effectiveness
   A. Participants will be able to compare pre-workshop behavior with post-workshop behavior themselves.
   B. Participants will be able to work on their own to accomplish their own goals after participating in the workshop.

A P P E N D I X E

Telephone Survey

TELEPHONE SURVEY

1. Do you have a group guidance activity for the college-bound junior? YES_____ NO_____

2. Do you have a group guidance activity for the college-bound senior? YES_____ NO_____

3. If yes to either of the above, describe what you do.

RESULTS

Escambia High School, Escambia County. (1) Some; through the teachers. (2) Yes; through brochures, catalogs, financial aid materials, college majors and vocational education. One hour per period of senior social studies.

Pensacola High School, Escambia County. (1) Yes; information on the service academies is given through the ROTC units. (2) Yes; through 1 - 2 assemblies for seniors only and through 4 homeroom sessions.

Pine Forest High School, Escambia County. (1) Yes; one hour in each American history class. An information booklet is distributed giving information on ACT, SAT, academy appointments and college early admissions programs. (2) Yes; one hour in the fall through the American vs. Communism classes explaining college applications and financial aid.

Tate High School, Escambia County. (1) Yes; through the American history classes dealing with curriculum. (2) Unknown.

Washington High School, Escambia County. (1) No; through individual conferences and only those juniors who are going into the early admission college program or the advanced placement program. There is a large follow-up of this latter group. (2) No; through individual conferences.

Woodham High School, Escambia County. (1) Yes; for college-bound only to give information on college for dual enrollment, ACT, SAT, academies, and summer jobs. (2) Yes; in large group guidance sessions, college information, scholarships, financial aid information, ACT and SAT applications are distributed. A special program for parents was given this year regarding this information patterned after this writer's "It's About Time: Scholarships/Financial Aid Workshop for Parents."

Pensacola Private School of Liberal Arts, Escambia County. (1) Yes. (2) Yes. Both juniors and seniors may elect to travel with the counselor on an annual bus trip to visit colleges in a certain geographic area. Other information is given through individual conferences.

Gulf Breeze High School, Santa Rosa County. (1) Yes; one day each six weeks, the counselors visit each American History class for one hour. Each presentation is specific, i.e., careers, college information, ACT and SAT tests, financial aid. (2) Yes; a mini "College Fair" is held for two days with 15 college representatives present with brochures of their respective college.

Milton High School, Santa Rosa County. (1) Yes; through the algebra 2 classes since the observation of that counselor indicated that the majority of college-bound students took that subject. College literature, catalogs, ACT and SAT information, Lovejoy's College Guide, and CLEP information was shared. (2) Yes; large-group guidance is held in the auditorium for 4 - 5 days with both college representatives and vocational-technical information shared with students. College visitation is permitted by the school.

APPENDIX F

WORKSHOP EVALUATION

WORKSHOP EVALUATION

1. What did you like most about the workshop? _____

2. What did you like least about it? _____

3. What do you think should be changed, if anything? _____

4. If you had to do it over again, would you participate in the College Orientation Workshop? (Check one) yes___ no___

RESULTS

1. The information; the informality; an expansion of self-knowledge; the questions helped make up my mind; more exposure to college entrance requirements; it will probably help to choose a college easily; coverage of this broad subject; what to do. There were no negative responses.

2. Nothing; went about it like everyone was going to college; nothing; really; I still can't make up my mind--but that takes time. There were no negative responses.

3. Nothing; fine the way it is. There were no negative responses.

4. Yes. 100% of the participants agreed.

A P P E N D I X G

THE COLLEGE ORIENTATION WORKSHOP
A Counseling Model

student booklet/
instructor's manual

PENSACOLA CATHOLIC HIGH SCHOOL
3043 West Scott Street
Pensacola, Florida 32505

COLLEGE ORIENTATION WORKSHOP

Office of Pupil Personnel Services
Ms. Barbara Ray, Director Counselor
Sr. Veronica, Counselor
Sr. Teresa, Counselor
Mrs. Ellen Balthrop, Career Specialist

TABLE OF CONTENTS

page

Introduction. 43
*Purpose of the Workshop*Objectives of the Workshop*Why Do I Want to go to College?

Five Basic Considerations. 46
*Personal Goal Setting*Values*Interests *Careers and College Majors*Abilities

Study Habits. 52
*Study Skills Inventory

For Your Information. 56
*ACT or SAT?*The Right College For You* Resources Available*Scholarships/ Financial Aid*Campus Visit, A must!* College Reps*How to get Accepted by the College of Your Choice*How to get an Appointment to a Military Academy* For Females Only*The College Catalog

page

Appendix A. 64
*Jobs for Which a College Education is Usually Required*Careers Which Have Favorable Employment Prospects Over the Next Ten Year Period*Programs of Study: Pensacola Junior College*How to Raise Your Score on the SAT or the ACT*Form Letter*Congressional Nomination*Presidential Nomination*Form Letter*Application for Admission and*College Catalog

Bibliography. 75

Appendix B. 77
*Optional Activity: Kuder Interest Inventory*Optional Activity: College Test (ACT) Student Assessment

COLLEGE ORIENTATION WORKSHOP

_____
(name of participant)

INTRODUCTION

To go or not to go; that is the question! You may still be undecided about whether to go to college. Or, like many other college-bound students, you may have assumed, long before you entered high school, that someday you would go to college. Like them, you may have done some general thinking about where you would like to go and what field of study—whether vocational, technical or traditional four-year degree program you would like to major in.

And now - today, the time has come for final planning and critical decision making.

PURPOSE OF THE WORKSHOP

We invite you to participate in the COLLEGE ORIENTATION WORKSHOP to gather information which you will need to make your decision about college--a decision which might be a $16,000 decision!

OBJECTIVES OF THE WORKSHOP

*YOU will increase your self awareness.

*YOU will practice decision-making.

*YOU will become knowledgeable about careers which require college preparation.

*YOU will be able to gather the information you need about getting admitted to the college or colleges of your choice.

*YOU will become familiar with sources of monies for college.

**********ADD YOUR OWN OBJECTIVES**********

_____

_____

_____

WHY DO I WANT TO GO TO COLLEGE?

ACTIVITY: Consider each of the suggested reasons for going to college listed below. Then write down your reasons in the box below.

- TO STUDY SUBJECTS I'VE NEVER STUDIED BEFORE
- TO MAKE NEW FRIENDS AND HAVE NEW EXPERIENCES
- TO AVOID GOING TO WORK IMMEDIATELY
- TO SERVE MANKIND
- TO BE ON MY OWN: INDEPENDENT
- TO PREPARE FOR A CAREER
- TO CLIMB THE SOCIAL LADDER
- TO DATE, PARTY, AND HAVE FUN
- TO DELAY MAKING A CAREER CHOICE
- TO PLEASE MY PARENTS
- TO GO BECAUSE ALL MY FRIENDS ARE GOING
- TO UNDERSTAND MYSELF BETTER

What are your reasons for going to college?

Now, look at your list. Rank your reasons for going to college in order of their importance to you, beginning with #1 as your most important reason, etc.

ACTIVITY: Can you achieve the above without going through a four-year college program? YES____ NO_____

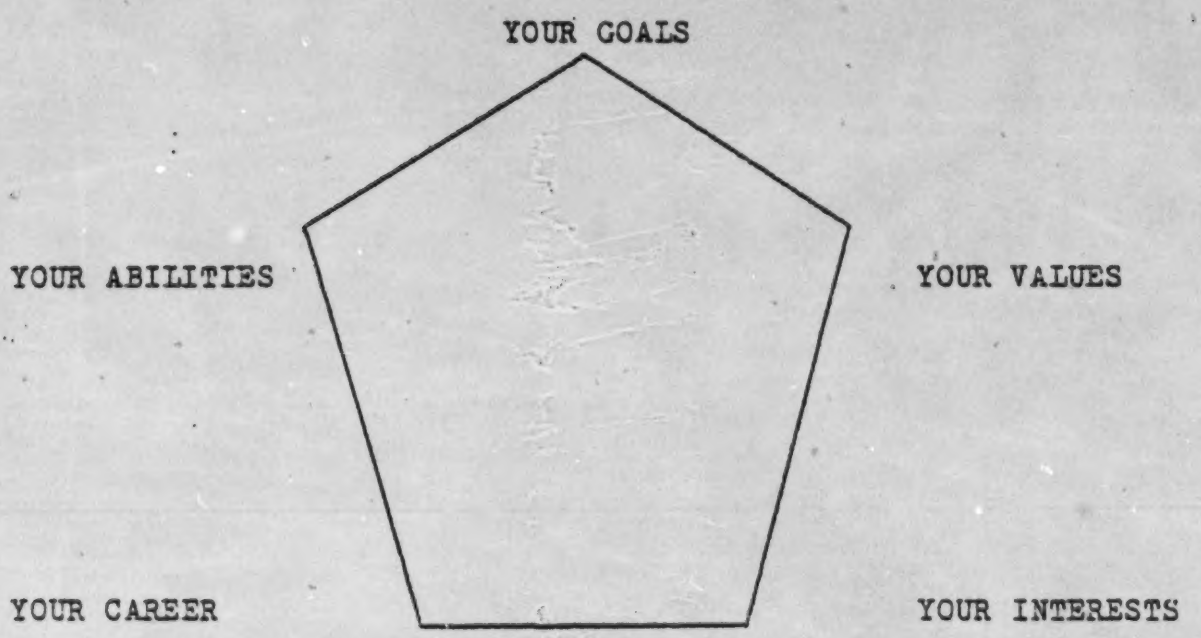
What are some alternatives? List them below.

_____

_____

This model is an adaptation from SRA College Guidance Program, page 19.

FIVE BASIC CONSIDERATIONS



PERSONAL GOAL SETTING

"A person's ability to choose, as well as his right to choose, is the essence of freedom. How well he learns the skills involved in the process of choosing well determines his power of self-determination, his freedom of choice."

From A Fourth of a Nation
By Paul Woodring, 1957.

ACTIVITY: Write down five immediate personal goals for yourself. In the column on the right, put down the date you hope to achieve each goal.

	GOAL	DATE
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

REMEMBER: "I can...does!" "It's possible...is!"

Criteria for Successful Goal Setting and Goal Achievements:

1. It is achievable. I have enough time to do the goal. I have the necessary skills, strengths, abilities or resources.

2. It is believable and realistic for me. I believe I can achieve it. Given knowledge of myself, the goal is realistic. My mental outlook is positive and optimistic. It is something I choose to do.

3. I want to do it. "Want" involves satisfaction and pleasure. It is my own goal.

4. I am motivated to achieve the goal.

5. It is worth setting because it fits my values. It is important to me. It will make a difference in my life if I can achieve it.

6. I have set a target date for completing my goal.

WE ARE WHAT WE TELL OURSELVES!
--Ellis

This model is an adaptation from Human Potential Seminar, page 13.

VALUES

Many individuals do not see clearly what is really important to them; consequently, they often are unable to specify what they want to attain today, tomorrow, or in the more distant future.

Good decision-making begins with knowing what your values are and establishing objectives. Values are determined on the basis of what a person prizes, cherishes, or esteems. What a person values often determines what he does.

"What a man spends most of his time doing determines his values."

Listed below are several things that many people value:

Education	Independence
Health	Money
Good Times	Popularity
Friends	Service

ACTIVITY: Put a circle around each in the above list which is a value to you. Add any others you value.

_____

_____

This model is an adaptation from Decisions and Outcomes, page 15.

INTERESTS

"A man works harder, studies more, and is more successful doing that which he is most interested in."

ACTIVITY: List ALL your interests._____

_____

CAREERS AND COLLEGE MAJORS

ACTIVITY: Can you think of any of your interests which might hold possibilities as careers?_____ If yes, circle ones that do.

ACTIVITY: Using the handout, Jobs Which Require a College Degree, (Appendix B), circle careers which you have considered as possibilities for the future.

ACTIVITY: Using the handout, Jobs Which Will be in Demand Over the Next Ten-Year Period, circle the ones which you have explored. Did you discover any that you explored were not on this list?_____ Which ones? List these._____

_____

What does this tell you?_____

ACTIVITY: Using the handout, Programs of Studies, Pensacola Junior College, (Appendix A), determine if P.J.C. offers one- or two-year programs for any of your career choices.

SMALL GROUP ACTIVITY: Using Lovejoy's College Guide, locate three colleges/universities which offer a major which will prepare you to enter career fields of your choice. Majors are found in the front of this reference; general information and entrance requirements of the college/university are arranged according to states in alphabetical order in the second section of the reference.

	MAJOR	COLLEGE/UNIVERSITY
1.	_____	_____
2.	_____	_____
3.	_____	_____

(On the back of this page, elaborate upon entrance requirements.)

SMALL GROUP ACTIVITY: Using the College View Deck, locate colleges/universities as well as junior colleges which offer your major field of study to prepare you to enter the career of your choice.

	COLLEGE/UNIVERSITY	JUNIOR COLLEGES
1.	_____	_____
2.	_____	_____
3.	_____	_____

SMALL GROUP ACTIVITY: Using the handout, "Alternatives to Medical School," what alternatives are available to students who are interested in medical careers but who might not get acceptance into medical school?_____

_____

Also consult Baron's Guide to Md., Dent., & Allied Health Science Careers for professional schools.

ABILITIES

Career decision-making is a two-sided coin; interest is one side, ability is the other. You are a unique being, one with abilities, talents as well as potential yet to be developed. No instrument can measure your motivation, your ambitions and your drive. Therefore, become aware of your T O T A L being when it comes to career decision-making.

"What a man is good at is usually the thing he wants to work at."

Wenrich

ACTIVITY: What are you good at? What comes easy to you? These are your "talents" or innate abilities. List them.

_____

NOTE: Some of these may be the same as your interests.

Could any of these be career possibilities?_____
Circle these.
What academic subjects come easiest to you?_____

_____

ACTIVITY: Using the information from your transcript, what is your GPA?_____on a 4.0 scale. What is your rank in class?_____out of 210. These may be two of the determinors of college admission!

ACTIVITY: Your transcript will indicate the academic preparation you have had. The following list is recommended by many colleges as adequate preparation for doing college work:

ENGLISH (4 yrs. including vocabulary building, composition writing, research paper writing, speed reading)
MATH (3 yrs. including algebra I & II)
SCIENCE (2yrs. including biology and physical science)
SOCIAL STUDIES (2 yrs. including history, psychology, sociology, economics)
FOREIGN LANGUAGE (2 yrs. of language)
ELECTIVES (typing, and any other electives which would broaden your experiences and enrich your life)

Circle the ones you've had. Underline the ones you still want to take. If our high school does not offer courses that you want, have you considered these alternatives: summer school at another high school*****summer school at George Stone Vocational-Technical School*****summer school at Pensacola Junior College for college credit after your junior year***** dual enrollment at P.J.C. during your senior year*****7 o'clock Series at P.J.C.?

ACTIVITY: Using your transcript, look at the standardized tests you have had so far. These are used as academic and vocational predictors. Remember, 50th percentile is "average." You need to score in the 60th percentile or higher in verbal areas to indicate potential in academic college programs and 50th percentile in vocational college programs.

Look at your DAT (Differential Aptitude Tests) scores. Indicate your scores in the following area:

Verbal reasoning_____%ile Numerical Reasoning_____%ile

VR + NA_____%ile Abstract Reasoning_____%ile

Mechanical Reasoning_____%ile Clerical Speed & Accuracy_____%ile

Spatial Relations_____%ile Spelling_____%ile

Language Usage_____%ile

Can you determine your academic strengths?_____ Your vocational strengths?_____ Look at your PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). "Average" is 40 on the raw score and 50 on the percentile. Indicate your scores:

PSAT		PREDICTED SAT*	
Verbal_____	(raw score)	Verbal_____	(raw score)
_____	(percentile)		(average is 500)
Math_____	(raw score)	Math_____	(raw score)
_____	(percentile)		(average is 500)

*To interpolate the Predicted SAT score from the PSAT raw score:

Take the raw score	Add a zero +	gain points =	SAT
30 - 39	300 - 390	45	345-425
40 - 49	400 - 490	25	425-515
50 - 59	500 - 590	15	515-610
60 - 69	600 - 690	10	610-700
70 - 79	700 - 790	0	700-790

STUDY HABITS

According to the feedback from former Pensacola Catholic High School students, one of the greatest weaknesses of the college freshman is "poor study habits."

ACTIVITY: Take the Study Habits Inventory on the following pages. It is important that you be honest with yourself! Are there any of your present study habits you would like to change?

STUDY SKILLS INVENTORY

DIRECTIONS: Read each question in the STUDY SKILLS INVENTORY. Then answer by checking the appropriate blank.

	Almost always	more than ½ the time	about ½ the time	Less than ½ the time	N E V E R
PREVIEWING					
1. Do you read over the table of contents of a book before you begin studying the book?					
2. Before studying, do you make use of any clues in the book such as headings, illustrations, and chapter summaries?					
READING					
3. Do you try to get the meaning of important new words?					
4. As you read an assignment, do you have in mind questions that you are actually trying to answer?					
**5. Do you look for the main ideas in what you read?					
6. Are you able to read without saying each word to yourself?					
NOTETAKING WHILE READING					
7. As you read your assignments, do you take notes?					
8. Do you review your class notes soon after taking them?					
REMEMBERING					
10. Do you try to find a genuine interest in the subjects you study?					
**11. Do you try to understand thoroughly all material that you should remember?					
12. When studying material to be remembered, do you try to summarize it to yourself?					
13. Do you distribute the study of a lengthy assignment over several study sessions?					
14. Do you try to relate what you are learning in one subject to what you learn in others?					

	Almost always	more than ½ the time	about ½ the time	less than ½ the time	N E V E R
REPORT WRITING					
15. Before writing a report, do you collect information by doing research in the library?					
16. Before writing a report, do you make an outline?					
17. In writing a report, do you clearly indicate the main idea in each paragraph?					
18. In writing a report, do you rewrite your first drafts?					
LISTENING AND TAKING CLASS NOTES					
19. During class, can you determine the main ideas?					
**20. In class, do you take notes?					
21. Do you revise class notes soom after class?					
PREPARING FOR TESTS					
**22. Two days before the exam, do you review important factors?					
23. Do you combine important notes on your textbook and from class into a master outline in studying for a major test?					
24. Do you make up test questions that you think will be asked--and answer them?					
TAKING TESTS					
**25. In taking examinations, do you read the directions and the questions with care?					
26. At the start of a test, do you make plans for suitably distributing your time among the questions?					
27. In taking an essay test, do you outline your answer to a question before you start answering it?					
28. At the end of the exam, do you proofread or check your answers?					

	Almost always	more than ½ the time	about ½ the time	Less than ½ the time	N E V E R
PLANNING TIME					
**29. Do you keep up to date in your assignments?					
30. Do you have a study-schedule plan in which you set aside time each day for studying?					
31. Do you divide your study time among the various subjects to be studied?					
ARRANGING PHYSICAL SETTING					
32. Is the space on your study desk or table large enough?					
**33. Do you study in a quiet place--one that is free from noisy disturbances?					
34. Do you study by yourself rather than with others?					
35. When you sit down to study, do you have the equipment and materials you need?					

Which questions did you answer "almost always" or "more than ½ the time"? They represent your strong points as a student. Write down their numbers.

Which ones did you mark "less than half the time" or "NEVER"? Write down their numbers. These are your weak points.

Now look at those questions in the inventory that are starred. These questions are considered to be the most important study habits. Which of these seven questions did you answer "almost always" or "about half" or "more than ½ the time"?

The Key to Effective Study Habits is to move all of your "weaknesses" into the "strengths" columns.

This model is an adaptation from How To Study, pages 4-8.

FOR YOUR INFORMATION:

ACT or SAT?

You are probably wondering at this point, "Should I take the SAT or the ACT? Or both!" Let's see if we can answer your question.

The SAT (Scholastic Aptitude Tests) is a college aptitude test--it tries to measure your potential for doing college work. It is also commonly called "College Boards." Some colleges require it for admission as well as three achievement tests. All military ROTC scholarships require it as well as Presidential and Congressional appointments to the military academies. The average score is 500. The cost is approximately $7.50 for the aptitude test. It is administered several times a year. (See the Career Lab application testing schedule). You may pick up an application in the Career Lab as well as check out a "prep" book. Consult the handout, "How to Score High on the SAT and ACT" (Appendix A), for tips to raise your score. The SAT covers two areas: verbal and math.

The ACT (American College Tests) is an achievement test. It covers four academic areas: English, math, social studies, and natural sciences. It also gives a composite score. "Average" is 18. Some colleges require the ACT for admission (Example: Alabama colleges/universities); others require it for placement in freshmen courses (Example: Louisiana State University). Military ROTC scholarships will accept the ACT scores in lieu of the SAT scores. The cost is approximately $7.50 and is administered several times during the year. You may pick up an application for ACT in the Career Lab. "Prep" books are also available for check out from the Career Lab.

To determine if the college/university or junior college of your choice requires SAT or ACT--or neither, for admission, consult Baron's Profile of American Colleges, Lovejoy's College Guide or ACT Counselor's Copy; Consolidated Lists--all are located in the Career Lab.

You will need our school's code number. It's 101-365.

You may take the SAT or ACT three times. The best time for juniors to take either or both the first time is at the end of the junior year--either May or June. This is also the best time to take SAT for military ROTC scholarships.

ACTIVITY: Distribute SAT and/or ACT registration forms and check out "prep" books to students. Explain availability of fee waivers to interested students.

THE "RIGHT" COLLEGE FOR YOU

You want to go to college. You have already decided on that. Now you must choose a college to attend. After all, there are only 2,700 colleges to choose from!

Let's start by a process of elimination: eliminate the ones that you wouldn't want to go to. Next, think about what kind of college you would want to attend.

ACTIVITY: Below is a list of some college characteristics to consider in making your selections. From this list, choose five most important characteristics. Number these 1, 2, 3, 4, and 5.

*Location (state, city, distance from home)	
*Type (4-year or junior college)	
*Enrollment by sex, (male, female, co-ed), race	
*Major available; minor available	
*AP accepted, CLEP accepted, dept. tests available	
*Special study programs (workstudy, study abroad)	
*Student activities (sororities, fraternities)	
*On-campus housing, off-campus housing, cars	
*Military training (ROTC)	
*Intercollegiate athletics, athletic scholarships	
*Religious affiliation (to what extent)	
*Size of undergraduate enrollment	
*Cost of a year of college (room & board, tuition)	

This model is an adaptation from Decisions and Outcomes, page 46.

RESOURCES AVAILABLE:

1. College View Deck features: major, size of student body, accreditation, type (M, F, or co-ed), size of enrollment, cost per year, 2- or 4- year college.

2. New York Times Guide to College Selection based on SAT or ACT scores, size of enrollment and cost per year, major.

3. Lovejoy's College Guide for major and general information.

4. Baron's Profile of American Colleges general information.

5. Folders on colleges.

6. College catalogs.

7. Map of college location and size of enrollment.

8. College reps.

NOTE: All colleges/universities and junior colleges have financial aid and scholarships available.

SMALL GROUP ACTIVITY: Using the resources available, list the colleges with all the characteristics you want (include address).

1. _____

2. _____

3. _____

SCHOLARSHIPS/FINANCIAL AID

Scholarships are awarded as gifts, and do not have to be repaid. Each college/unversity or junior college has its own scholarship fund. If you have exceptional grades, rank in class, athletic or other talents, you may be eligible for scholarship consideration.

1. Write to the Scholarship/Financial Aid Officer at the college of your choice to inquire about scholarships available. Remember, to be considered for a scholarship, you must first apply for admission and be accepted by the college. The interest shown by the student making inquiry into scholarships available is more impressive to the Scholarship/Financial Aid Officer than an inquiry by a counselor in the student's behalf!
2. Ask your counselor for the handout, "It's About Time," which names all scholarships we are aware of at this time.
3. Discuss scholarships with your counselor. Request a counselor's recommendation and transcript to be sent to the Scholarship/Financial Aid Officer.
4. Other scholarships are offered in the community. Discuss this possibility with your counselor.

Financial aid is available to those who qualify. If you have a desire to go to college but your parents cannot afford to send you, discuss this with your counselor.

1. Procure the necessary forms. Some colleges prefer the Parent's Confidential Statement; others prefer the ACT Family Financial Statement. These forms are available through your counselor and are to be completed after January 1 but before March 1 of your senior year.
2. Procure a Basic Education Opportunity Grant form from your counselor after January 1 but before March 1 of your senior year.
3. Procure Florida Assistance Grant form if you plan to attend a Florida institution.
4. Federally Guaranteed Student Loans are available through local banks at a low interest rate to be repaid over a long period of time, beginning nine months after graduation from college.
5. Work-study is available through the Scholarship/Financial Aid Officer at the college of your choice.
6. Placement Offices at colleges may be a source of part-time employment placement during college.

Two types of scholarship/financial aid often overlooked by students are: CLEP tests and Co-Op programs. CLEP saves time and money; Co-Op pays money, gives experience in your major field but takes a semester or two longer to graduate from college. Discuss these with your counselor.

FOR YOUR INFORMATION:

CAMPUS VISIT, A MUST!

Before you make a final committment to a college/ university, junior college, technical or nursing school, make a campus visit. Contracts are available through the counselors for this purpose. Schedule your visit during their class hours to avail yourself the opportunity to see their professors/instructors in action. Spend the night in the dormitory; talk to the students who attend there. Ask the upper classmen why they keep coming back. This is an important step and a tremendous help in making your decision about which college is right for you.

Arrangements are made through the Office of Admissions. Write or contact them for permission to visit their campus.

COLLEGE REPS

College reps visit our campus annually. Watch the bulletins for the announcement of their presence in the Career Lab. Contracts are available through your counselor to visit with them. Refer to your list of college characteristics you think most important in conferring with them. Generally, they have applications and catalogs. There is also a contact person in the Office of Admissions for making arrangements for campus visits. If you are interested in scholarships or financial aid, they will also have that information.

The college reps are also invited to attend the College Fair sponsored by Escambia and Santa Rosa Counties.

HOW TO GET ACCEPTED BY THE COLLEGE OF YOUR CHOICE

1. Know what the college wants!
   Consult Lovejoy's College Guide, Baron's Profile of American Colleges or the particular college's catalog. To get accepted, you must meet their criteria for admission.

2. Write to the Office of Admissions for an application for admission. (See Appendix A for the form letter to follow)

3. Fill out the application completely, neatly and legibly. You will be asked to declare a major; however, it is not mandatory to declare a major until the end of your sophomore year! Remit your application before the deadline.

4. Request a transcript to be sent by your counselor. The first and final transcript are free; all others cost 25¢.

5. Include the application fee with the application. Application fee waivers are available; discuss this with your counselor.

6. Take the SAT or ACT.
Refer to the college's criteria for admission to determine which test to take. Become aware of the registration deadline. Fee waivers are available; discuss this with your counselor.

7. Follow all specific instructions of the college, i.e., mid-term grades of senior year, final transcript, dormitory deposit, counselor recommendations, teacher recommendations, letter of intent or acceptance.

HOW TO GET AN APPOINTMENT TO A MILITARY ACADEMY

Now--during the spring of your junior year, is the time to inquire about admission procedure to a military academy. There are two types of appointments: Presidential and Congressional. The Presidential is limited to military dependents; the Congressional is open to all--both male and female.

The "Secret of Success" is to make the selection committees familiar with your name and your qualifications. First, submit a resume' of past experiences, activities, honors and accomplishments as well as a transcript. At the end of each grading period thereafter, submit a brief note with a copy of your report card. If any honors or awards are bestowed upon you, submit a brief note regarding that accomplishment. Remember: selection is highly competitive. Take the SAT and ACT once for practice at the end of your junior year then again early fall of your senior year. Submit the higher of the two scores. Prep for the tests.

A form letter is in Appendix A to guide your first letter of correspondence to get the necessary forms to start the procedure for potential appointment. Keep a carbon or xerox copy of all your letters you write.

Addresses you will need are:

Senator Richard Stone
Senate Office Building
Washington, D.C.

Senator Lawton M. Chiles, Jr.
Senate Office Building
Washington, D.C.

Congressman Robert L.F. Sikes
1st Congressional District, Florida
Washington, D.C.

NOTE: The two addresses below are for direct contact; no congressional nomination.

Merchant Marine Academy
Kings Point, New York 11024

U.S. Coast Guard Academy
New London, Connecticut 06320

FOR FEMALES ONLY

More boys than girls attend college, although more girls than boys graduate from high school and their high school grades are as good or better than those of boys. Many bright girls do not continue their education beyond high school because they want to get married as soon after high school as possible and they don't consider--or they reject, the possibility of combining marriage and a career. The jobs these girls take are mainly stopgap jobs that have little or no relation to their interests and abilities.

In making decisions about college, girls should give consideration to some of the published data about women in the world of work:

- -Half of all women between the ages of 18 and 65 are in the labor force, and the proportion continues to rise rapidly.
- -In 1970 nearly two out of every five workers were women. Almost all women were married; only 22% were single, and 19% were widowed, divorced or separated.
- -About 3 million women workers in 1970 were heads of their families.
- -A high proportion of women are employed in their early years. The proportion decreases during the years when they are raising children, but after the children are in school full time, there is a progressive increase in each age category until about age 55 or 60. Women are most likely to work between ages 20 - 24 and 45 - 54, although an increasing number work while their children are still in school.
- -The more education a woman has, the more likely she is to work.
- -With the changing pattern of the American family, the increase of divorce, more women are choosing to remain single or not to remarry.

Because of the increasing liklihood that a woman will return to work after her children are grown, girls should plan for the kind of work they would like to do throughout their lifetime; they should select fields that will give them a sense of fulfillment. With a college degree, they will have a greater choice of jobs than if they ended their education with a high school diploma and more chances of finding a satisfying job that will make maximum use of their potential and interests.

Consult the resource, I Can Be Anything, for careers available to women today as well as institutions which offer preparation for these careers; available in the Career Lab.

THE COLLEGE CATALOG

To learn to interpret a college catalog is a must! This tool will serve you well in determining what courses you will take to meet your degree requirements as well as which courses constitute a "major" plus your electives.

Use the form letter (Appendix A) to request one of your own, or use the catalogs on reserve in the Career Lab both here at Pensacola Catholic High School and Pensacola Junior College.

ACTIVITY: Using P.J.C.'s catalog as a model, locate the index in the back of the catalog: find "admission requirements", "degree requirements", "major requirements".

Determine the admissions requirements to guide your actions to get accepted to the college of your choice.

Locate your "major:" Many majors are found in the "Arts and Science" department, college or division. Others may be found in specific departments, colleges or divisions, i.e., Engineering, Architecture, Fine Arts, etc.

Determine degree requirements. Generally, selection of specific courses are required to receive a degree, whether a B.S. (Bachelor of Science) or B.A. (Bachelor of Arts), A.A. (Associate of Arts), A.S. (Associate of Science), etc., and are required of all freshmen and sophomores. These may be found in a separate section apart from the courses which will be required to constitute a major or minor.

Determine if the college is on a semester or quarter system or a variety thereof. The catalog will denote semester hours (sem. hrs. or s.h.) or quarter hours (qtr. hrs. or q.h.) as well as the total number of semester or quarter hours needed for a degree or major or minor. The number of semester or quarter hours of electives allowed will be indicated, also.

Determine costs of room and board, tuition; student activity or lab fees, scholarships and financial aid information.

Locate course descriptions.

A P P E N D I X A

page

1. Jobs for Which a College Education is Usually Required.....65

2. Careers Which Have Favorable Employment Prospects Over the Next Ten Year Period..67

3. Programs of Study: Pensacola Junior College.....70

4. How to Raise Your Score on the SAT or ACT.....71

5. Form Letter.....72
*Congressional Nomination
*Presidential Nomination

6. Form Letter.....74
*Application for Admission and
*College Catalog

JOBS FOR WHICH A COLLEGE EDUCATION IS USUALLY REQUIRED

Business Administration and related professions

Accountant
Advertising Worker
Marketing Research Worker
Personnel Worker
Public Relations Worker

CLERGY

Protestant Clergyman
Rabbi
Roman Catholic Priest

CONSERVATION OCCUPATIONS

Forester
Range Manager

COUNSELING

Counselor, Rehabilitation
Counselor, School
Counselor, Vocational

ENGINEERING

Engineers, all specialities

HEALTH SERVICE OCCUPATIONS

Chiropractor
Dentist
Dietician
Hospital Administrator
Medical Record Librarian
Medical Laboratory Worker
Occupational Therapist
Optometrist
Osteopathic Physician
Pharmacist
Physical Therapist
Physician
Podiatrist
Sanitarian
Speech Pathologist, Audiologist
Veterinarian

MATHEMATICS AND RELATED FIELDS

Actuary
Mathematician
Statistician

ENVIRONMENTAL SCIENCES

Geologist
Geophysicist
Meteorologist
Oceanographer

PHYSICAL SCIENCES

Astronomer
Chemist
Physicist

ART RELATED OCCUPATIONS

Industrial Designer

SOCIAL SCIENCES

Anthropologist
Economist
Historian
Political Scientist
Sociologist

TEACHING

Teacher, College or University
Teacher, Kindergarten, Elementary and Secondary School

WRITING OCCUPATIONS

Newspaper Reporter
Technical Writer

OTHER PROFESSIONAL AND RELATED OCCUPATIONS

Architect
College Placement Officer
Home Economist
Landscape Architect
Lawyer
Librarian
Psychologist
Recreation Worker
Social Worker
Systems Analysist
Urban Planner

MANAGERIAL OCCUPATIONS

Purchasing Agent

LIFE SCIENCES

Biochemist
Life Scientist

SERVICE OCCUPATIONS

FBI Special Agent

AGRICULTURE

Cooperative Extension Service Worker

CIVIL AVIATION

Airline Dispatcher

SALES OCCUPATIONS

Manufacturers' Salesman
Securities Salesman

BANKING

Bank Officer

WATER TRANSPORTATION

Licensed Merchant Marine Office

The following careers have favorable employment prospects over the next ten year period.

Business administration and related professions

- Accountants
- Marketing research workers
- Personnel workers
- Public relations workers

Clergymen

- Roman Catholic Priests

Conservation occupations

- Forestry aides

Engineering occupations

- Agricultural engineers
- Biomedical engineers
- Ceramic engineers
- Civil engineers
- Electrical engineers
- Industrial engineers
- Mechanical engineers
- Metallurgical engineers
- Mining engineers

Health service occupations

- Dental assistants
- Dental laboratory technicians
- Dental hygienists
- Dentists
- Electrocardiographic technicians
- Hospital administrators
- Medical assistants
- Inhalation therapists
- Medical laboratory workers
- Medical record librarians
- Occupational therapists
- Occupational therapy assistants
- Optometrists
- Osteopathic physicians
- Pharmacists
- Physical therapists
- Physical therapy
- Physicians
- Veterinarians
- Radiological technicians

Health service occupations (cont.)

- Registered nurse
- Sanitarians
- Speech pathologists and Audiologists
- Surgical technicians

Life science occupations

- Biochemists*
- Life scientists

*With advanced degrees (Ph.D., Ed.D., M.D.)

Physical scientists

- Astronomers
- Chemists
- Food scientists
- Physicists

Social scientists

- Anthropologists
- Economists
- Geographers
- Historians*
- Political scientists
- Sociologists*

*With advanced degrees (Ph.D., Ed.D.

Teachers

- College and university teachers
- Secondary teachers
  - -for geography
  - -physical science
  - -mentally retarded
  - -physically handicapped
  - -learning disabilities

Mathematicians and related sciences

- Actuaries
- Statisticians
- Natural science occupations
- Ecologists*
- Geophysicists
- Meteorologists
- Oceanographers*

*With advanced degrees (Ph.D., Ed.D.

Operative occupations

Photographic laboratory occupations
Waste water treatment plant operators
Welders and oxygen and arc cutters

Programs of Study

PENSACOLA JUNIOR COLLEGE

1000 College Boulevard
Pensacola, Florida 32504

ASSOCIATE OF SCIENCE DEGREE PROGRAMS are specialized and prepare the student for employment after two years at the College. In certain situations the student may transfer to a senior level institution to pursue a Bachelor's Degree or higher. The abbreviation A.S. is used to designate these programs.

ASSOCIATE OF ARTS DEGREE PROGRAMS are designed for transfer after two years to senior level institutions where the student will pursue a Bachelor's Degree or higher. The abbreviation A.A. is used to designate these programs.

CERTIFICATE PROGRAMS are designed primarily for the individuals seeking job skills. The abbreviation CERT is used to designate these programs. SOME of these programs may be validated for college credit and counted toward an Associate of Science Degree; the abbreviation CERT/A.S. is used to designate these programs.

PROGRAM	DEGREE CERTIFICATE	SPECIAL NOTE
ACCOUNTING TECHNOLOGY	CERT/A.S.	1
ADVERTISING DESIGN	A.S.	3
AIR CONDITIONING,REFRIG,HEATING	CERT/A.S.	2
ART	A.A.	3
AUTO BODY REPAIR & REFINISHING	CERT/A.S.	2
AUTOMOTIVE MECHANICS	CERT/A.S.	2
BANKING AND FINANCE	A.S.	3
BROADCASTING & TV PRODUCTION	A.A.	3
BUILDING CONSTRUCTION TECHNOLOGY	A.A.	2
BUILDING MAINTENANCE (CETA only)	CERT	2
BUSINESS-ECONOMICS & MANAGEMENT	A.A.	3
BUSINESS-TERMINAL & MARKETING	A.S.	3
CIVIL ENGINEERING TECHNOLOGY	A.S.	2
CLERICAL TYPEWRITING	CERT	1
COMPUTER PROGRAMMING	CERT/A.S.	3
COMPUTER SCIENCE-BUS or SCI	A.A.	3
COMPUTER SCIENCE-GENERAL	A.S.	3
CORRECTIONS	A.S.	3
COSMETOLOGY	CERT/A.S.	4
DANCE	A.A.	3
DENTAL ASSISTING	CERT/A.S.	5
DENTAL HYGIENE	A.S.	5
DENTAL LAB TECHNOLOGY	CERT/A.S.	4
DIETETIC TECHNOLOGY	A.S.	3
DRAFTING TECHNOLOGY	CERT/A.S.	2
EARLY CHILDHOOD EDUCATION	A.A.	3
ELECTRONICS TECHNOLOGY	A.S.	2
EMERGENCY MEDICAL TECH I & II	CERT	6
ENGINEERING	A.A.	3
FASHION MERCHANDISING	A.S.	4
FIRE SCIENCE	A.S.	4
FOOD SERVICE TECHNOLOGY	A.S.	4
GENERAL	A.A.	3
GENERAL CLERICAL	CERT	1
GRAPHIC ARTS	CERT/A.S.	2
HISTORY & POLITICAL SCIENCE	A.A.	3
HOME ECONOMICS	A.A.	3
HORTICULTURE TECHNOLOGY	A.A./A.S.	3
INDUSTRIAL ARTS EDUCATION	A.A.	3
INDUSTRIAL ELECTRICITY	CERT/A.S.	2
LAW ENFORCEMENT	A.S.	3
LIBERAL ARTS-GENERAL	A.A.	3
METAL WORKING (MACHINE SHOP)	CERT/A.S.	2
MAINTENANCE TECHNOLOGY	CERT/A.S.	2
MAJOR APPLIANCE	CERT/A.S.	2
MANAGEMENT	A.S.	3
MATHEMATICS	A.A.	3
MUSIC	A.S.	4
NURSING (TWO-YEAR R.N.)	A.S.	5
PHYSICAL EDUCATION	A.A.	3
PRACTICAL NURSING	CERT	6
PRE-DENTAL & PRE-MEDICAL	A.A.	3
PRE-MED TECH & PRE-PHY THERAPY	A.A.	3
PRE-LEGAL	A.A.	3
PRE-NURSING	A.A.	3
PRE-PHARMACY	A.A.	3
RADIO & TV TECHNOLOGY	A.S.	2
RESPIRATORY THERAPY TECHNICIAN	CERT	6
SCIENTIFIC-GENERAL	A.A.	3
SECRETARIAL SCIENCE-GENERAL	A.S.	3
SECRETARIAL SCIENCE-LEGAL	CERT/A.S.	1
SECRETARIAL SCIENCE-MEDICAL	CERT/A.S.	1
STENOGRAPHY	CERT/A.S.	1
SUPERMARKET CASHIERING	CERT	1
TEACHER AIDE	A.S.	3
TEACHER EDUCATION	A.A.	3
WARD CLERK	CERT	6
WELDING TECHNOLOGY	CERT/A.S.	2

SPECIAL NOTES (FOR PROGRAM INFORMATION TELEPHONE 476-5410 AT THE APPROPRIATE EXTENSION AS INDICATED BELOW)

1. Counseling Office in the Business Education Building, extension 325
2. Counseling Office in the Career Development Building, extension 364
3. Counseling Office in the Student Affairs Building, extension 302
4. Contact that department
5. Admissions Office in the Student Affairs Building, extension 226
6. Medical Health Department in the Science Building, extension 288

PENSACOLA JUNIOR COLLEGE IS AN EQUAL OPPORTUNITY INSTITUTION

October 1976

How to Raise Your Score on the S A T or A C T

1. On all standardized tests, you may guess intelligently; it is better to leave it blank than to guess, however. Remember, this test is scored on the basis of the number of right answers M I N U S the number of wrong answers.
2. There are some "free-bees" at the end of test! They E X P E C T you to get bogged down in the middle of the test where the questions are more difficult. But there are some easy questions at the end just like the beginning of the test. Strive to finish each test.
3. Time yourself and strive to reach the end of the test. D O N 'T waste time on the hard problems. Skip them and go on.
4. I M P O R T A N T Know these math concepts!
   1. integrals and derrivitives
   2. signs and co-signs
   3. tangents squared
5. Prep books are available in the Career Lab on a rental basis. Check them out and use them! 30 minutes a day preping for the ACT and SAT pays dividends.
6. Remember: D O N 'T start filling in the ones you didn't finish when time is called. Remember: it's the number right minus the number wrong.
7. Take the SAT and ACT as many times as you can afford but three times is the limit. Experience in taking standardized tests builds confidence and skill.

and G O O D L U C K!

SUGGESTED LETTER FORMATS FOR REQUESTING NOMINATIONS. ALTHOUGH PREPARED FOR THE AIR FORCE ACADEMY, THE FORMAT IS THE SAME FOR ALL SERVICE ACADEMIES.

Congressional Nomination

Date

Honorable_____
House of Representatives
Washington 25, D.C.

-OR-

Honorable_____
United States Senate
Washington 25, D.C.

Dear Mr._____:

Dear Senator:

It is my desire to attend the Air Force Academy and to make the United States Air Force my career. I respectfully request that I be considered as one of your nominees for the class that enters the Academy in June_____.

The following personal data is furnished for your information:

Name: (as recorded on birth certificate)
Address: (city, county, state)
Parent's Names:
Date of Birth:
High School Attended:
Date of High School Graduation:
Approximate Grade Average:

I have been active in the high school extracurricular activities shown on the attached list.

I shall greatly appreciate your consideration of my request for nomination to the Air Force Academy.

Sincerely,
(Signature)

Presidential Nomination

Date

Director of Admissions
USAF Academy, Colorado

Dear Sir:

I request a nomination under the Presidential category for the class that enters the Academy in June, 197_ and submit the following data:

Name: (Give name as shown on birth certificate. If different from that which you use, attach a copy of court order, if applicable.)
Address: (Give permanent and temporary addresses.)
Date and Place of Birth: (Spell out month.)
Date of High School Graduation:
If Member of Military: (List rank, serial number, component, branch of service, and organizational address; do not use CMR or Box No.)

Information on Parent
Name, Rank, Serial Number, Component and Branch of Service:
Organizational address:
Retired or Deceased: (Give data and attach copy of retirement orders or casualty report.)
Officer Personnel: (Attach Statement of Service prepared by personnel officer specifying Regular or Reserve status for all periods of service.)
Enlisted Personnel: (Attach statement prepared by personnel officer listing date of enlistment, date of enlistment expiration, component, and branch of service.)

Sincerely,
(Signature)

FORM LETTER FORM LETTER FORM LETTER

your street address
city, state zip code
date

(skip 8 spaces)

Office of Admissions
name of college/university
address of college/university* zip code*
city, state
(skip 1 space)
Dear Sir:
(skip 1 space)

I am interested in attending your institution and plan to enroll in the fall 197_. Please send me an application for admission as well as a current catalog.

Thank you for a prompt response.
(skip 2 spaces)
Sincerely,
(skip 4 spaces)
(write your name in this space)

Your full name

*Consult Lovejoy's College Guide, located on top of the file to the right of the college catalogs.

B I B L I O G R A P H Y

A Map of Towns & Cities in the United States Containing Colleges & Universities, Produced by Rand McNally & Company for the National Association of College Admissions Counselors, 1971.

ACT Registration: Taking the ACT Assessment, Iowa City, Iowa.

Alternatives to Med School: Graduate School Options for Pre-Med Students, Boston University, Office of Public Relations, Boston, Massachusetts.

Baron's Profile of American Colleges, Volume 1: Descriptions of the Colleges, 9th Edition, Woodbury, New York: Baron's Educational Series, Inc. 1974.

Baron's How to Prepare for College Entrance Examinations, (Scholastic Aptitude Test), 6th Edition, Woodbury, New York: Baron's Educational Series, Inc., 1972.

Basic Educational Opportunities Grant Program, Basic Grants, Iowa City, Iowa.

Career Guidance & The Kuder Interest Inventories, Chicago Science Research Associates, Inc., 1973.

College Placement & Credit by Examination, 1975: Advanced Placement Program, New York: College Entrance Examinations Program, College Entrance Examinations Board, 1975.

College View Deck, Chronicle Guidance Publications, Inc., Moravia, New York, 1976.

Co-Op Association, Drexel University, Philadelphia, Pennsylvania.

Course Description Handbook, Pensacola: Pensacola Catholic High School, 1977. (Mimeographed)

Diamond, Esther & Janet C. Katien & Matthew G. Ratkovic, College Guidance Program: College Planning Notebook, Chicago, Science Research Associates, Inc., 1972.

Differential Aptitude Tests, Psychological Corporation, New York, 1973.

Family Financial Statement, Operations, A.C.T., Iowa City, Iowa.

Florida Student Assistance Grant Programs, Student Financial Aid, Department of Education, Tallahassee, Florida, 32304.

Gelatt, H.B., Barbara Varenhorst, Richard Carey & Gordon P. Miller, Decisions and Outcomes, College Entrance Examinations Board, New York, 1975.

Human Potentials Seminar: Basic Guide-Handbook, National Center for Human Potential, Evanston, Illinois, 1976.

Jobs for Which a College Degree is Generally Required, U. S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Kuder Interest Inventory, Science Research Associates, Inc., Chicago, 1973.

Lovejoy, Clarence E. Lovejoy's College Guide, Simon & Schuster, New York, 1976.

Mazel, Ella, New York Times 1973 Guide to College Selection, Quadrangle Books, Inc., New York, 1973.

Mitchell, Joyce S. I Can Be Anything: Careers & Colleges for Young Women, College Entrance Examinations Board, New York, 1975.

Occupational Outlook for the Mid-1980's, U. S. Department of Labor, Bureau of Labor Statistics, Reprinted from the Occupational Outlook Quarterly, Volume 18 Number 4, winter 1974.

Parent's Confidential Statement, College Scholarship Service Of the College Entrance Examinations Board, Princeton, New Jersey.

Preston, Ralph C. and Morton Botel, How To Study, Chicago, Science Research Associates, Inc., 1974.

Programs of Study: Pensacola Junior College, Pensacola, Florida, 1976.

Preparation for ACT Assessment: American College Test Program, Henry Regnery Co., Chicago, 1976.

PSAT/NMSQT, Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test, National Merit Corporation, New York.

Ray, Barbara H. "How to Raise Your Score on the SAT or ACT," Pensacola, Florida, Pensacola Catholic High School, 1976. (Mimeographed)

SAT: Student Bulletin, College Board Admissions Testing Program, Princeton, New Jersey.

Student Assistance Program, Iowa City, Iowa.

A P P E N D I X B

page

1. Kuder Interest Inventory.....78

2. American College Test
(ACT) Student Assessment.....79

KUDER INTEREST INVENTORY

OPTIONAL ACTIVITY*: The Kuder Interest Inventory relates ten broad interest areas to careers. Take the Kuder Interest Inventory. Determine in which of the interest areas you scored in the 75 percentile or higher. Using the Manual, explore careers which relate to these interest areas.

*May be used as a prerequisite for workshop.

INTERESTS & CAREER DECISION-MAKING

ACTIVITY: Take the Kuder Interest Inventory. Determine which interest areas you scored 75th percentile or higher. Using the Manual, select several careers in each area to explore. Answer the following questions about the career:

Kuder Interest Area_____

Career related to this area_____

1. What kind of work is performed?_____
2. What training is needed to enter?_____
3. What kind of personality or qualities does the worker have?_____
4. What courses can you take in high school to prepare to enter?_____
5. Name some advantages:_____

   Name some disadvantages:_____
6. What is the outlook for the future?_____

AMERICAN COLLEGE TEST

(ACT) Student Assessment

OPTIONAL ACTIVITY: Take the ACT (American College Test). In which "basic interest areas" did you score in the 75th percentile or higher?_____

How do these results compare with the Kuder Interest Inventory?_____

Using the "Map of College Majors," what college majors cluster around the intersecting point of the horizontal and vertical axes?_____

What "World-of-Work-Map Region" is suggested for you?____

What careers are found in this region?_____
_____